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ABSTRACT

In March 1984, immediately following the adminstration of the College-Level Academic Skills Test (CLAST), Miami-Dade Community College (MDCC) conducted a student survey in an effort to evaluate the educational reforms implemented at the college. The survey, which was completed by 918 CLAST examinees, focused on students' appraisal of the general educational experience, educational demands expected of students, instructional effectiveness, students' reaction to the CLAST, and student comments regarding various aspects of instruction and advising at MDCC. Analyses were conducted comparing results with those of a similar survey conducted in October 1983 and comparing responses among major ethnic groups. Study findings included the following: (1) approximately 75% of those surveyed responded positively to the items appraising educational experience; (2) 72.7% of the students indicated that course objectives were made clear by the instructors at the beginning of the term most of the time or always; (3) 62.1% agreed or strongly agreed that the quality of instruction in their classes was very good to excellent; (4) 33.1% of the White respondents, 17.2% of the Black respondents, and 23.7 of the Hispanic respondents had never seen their advisor; (5) 66.2% of the students felt prepared for the CLAST reading subtest, 69.5% for the writing subtest, 52.7% for the computation subtest, and 66.0% for the essay test. Sample student comments are included and the survey instrument is appended. (AYC)

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STUDENT APPRAISAL OF COLLEGE: THE SECOND MIAMI-DADE SOPHOMORE SURVEY

Research Report No. 84-15

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Institutional Research

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Miami-Dade Community College

STUDENT APPRAISAL OF COLLEGE: THE SECOND MIAMI-DADE SOPHOMORE SURVEY

Research Report No. 84-15

May 1984

Ted Wright

Research Associate

OFFICE OF INSTITUTIONAL RESEARCH

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ABSTRACT

The purpose of this report is to present the results of a survey conducted immediately following the March 1984 administration of the College-Level Academic Skills Test (CLAST). The survey was completed by 918 CLAST examinees as a continuing effort to evaluate the educational reforms implemented at Miami-Dade. In addition to comparing the results with the first survey conducted in October 1983, the present analysis reflects responses among major ethnic groups. Approximately three-fourths of those surveyed responded positively to the appraisal of the general educational experience. Most students also indicated that course objectives were made clear by instructors at the beginning of the term, but fewer respondents reported agreement between the objectives and what was actually taught. Reaction to the CLAST suggested that about two-thirds of those respondents felt prepared for the examination while more than one-third felt that additional time would have helped. Among the ethnic group responses noted is the strong positive response from black non-Hispanics about their experience at the College. While little change is observed between the October and March results, responses which reveal differences are most often in a positive direction. It is anticipated that this pattern will continue as more students experience the educational reforms now in place.

Student Appraisal of College:
The Second Miami-Dade Sophomore Survey

INTRODUCTION

In 1978, Miami-Dade Community College began a systematic implementation of reforms directed at the total educational program in response to the growing problem of declining academic skills (McCabe, 1981). The reforms program constitutes a far more directive approach than that generally followed by most community colleges and aims at raising the educational achievement level of all students while providing continued support to those experiencing academic difficulties (McCabe, 1983).

At the center of the educational reforms is the new General Education Program, designed to provide all students with the knowledge and skills necessary to live effectively in society (Lukenbill and McCabe, 1978; Kelly, 1981). Other major components of the reforms include placement testing to assess levels of entering academic skills (Losak, 1981), the Standards of Academic Progress which comprise a set of criteria against which student performance may be monitored (Morris, 1984), and the Student Information Systems which keep students apprised of their academic progress (Harper, Herrig, Kelly, and Schinoff, 1981; Anandam, 1981).

The reforms were phased in, and fully implemented by the 1982-83 academic year. Since then, attention has focused on the impact of these changes on student behavior (Losak, 1983; Losak and Morris, 1983; McCabe, 1983; Anandam, 1984). For the most part, one-time reports of positive results have been based on empirical data and suggest that the reforms are, indeed having the desired effect. Almost 95% of the students who should be tested are tested; fewer students are being dismissed; feedback from instructors to students is improving the decision process regarding student progress; and grade point average as well as completion rates are increasing. The focus of these single impact studies contrasts with the more repetitive monitoring of the reforms through examination of term-to-term changes (Morris, 1984), and longitudinal success rates of students

beginning college both before and after the reforms (Wright, 1983a; Morris, 1983; Wright, 1984). The repetitive studies report positive results similar to the findings of the single impact studies.

Another method for assessing the impact of new programs is by student self-report. Several such investigations have been conducted at Miami-Dade in order to evaluate various components of the institution. In 1981, a survey of Scholars Grant recipients was conducted for the purpose of identifying important experiences and characteristics of this group of high-achieving students (Morris, 1981). A similar analysis was based on the results of a survey administered to students enrolled in honors level courses at Miami-Dade (Wright, 1981). In both cases, the research focused on the College's Emphasis on Excellence Program for high-achieving students. Responses of average students were contrasted with those of high-achieving students in a follow-up study to assess the extent to which Miami-Dade was meeting the academic needs of different levels of students (Wright, 1982). Differences were found among the groups surveyed, but the author concluded that both types of students reported that the College was meeting their expectations.

More recently, a survey of both the students and faculty was conducted for the purpose of evaluating the Academic Alert System, a major component of the Student Information Systems reforms (Anandam, 1984). While suggestions for improvement were offered by faculty, students perceived the system positively and felt that it should be continued. Finally, several episodic surveys are planned to focus on specific components of the reform for the college-wide accreditation self-study (Alberts, 1983).

In addition to these single impact surveys, repetitive collection of student self-report data occurs each year through the State-mandated placement and follow-up process (Baldwin, 1982; Baldwin, 1983). These ongoing surveys, however, focus more on activities after leaving the College than on the college experience itself. The reforms were intended to change both instructor and student behaviors while in college. That is, the instructors were expected to assign more reading and writing, and the students were consequently expected to report doing more reading and writing. It was thus decided to conduct a series of surveys to provide retrospective

judgments about these in-college behaviors. Students most likely to have experienced the changes in curriculum are those who complete the requirements for the Associate in Arts degree. The survey was thus designed to be administered to everyone sitting for the College-Level Academic Skills Test (CLAST) at Miami-Dade, a graduation requirement for the degree.

Replicated surveys of CLAST examinees permit the collection of comparative data across similar items. The purpose of the present report is to compare responses of CLAST examinees from October 1983 and March 1984. Initial results from the October survey suggested a general satisfaction with the Miami-Dade experience and indicated that most students felt satisfied with their performance on the CLAST (Wright, 1983b). However, the analysis was performed on summary data only and did not provide any indication of differences between groups defined by demographic characteristics such as ethnicity and gender.

The present analysis is based on responses from the March survey which have been categorized according to ethnic group membership. This focus on ethnic group differences reflects a growing concern for providing an equitable, educational experience and enhancing the participation of both minority and economically disadvantaged students in postsecondary education as outlined by the Postsecondary Education Planning Commission (1984). However, it should be recognized that compiling the results of any data-gathering activity according to demographic variables such as ethnic group or native language is a convenient method for comparing many factors which happen to be related to that variable. Clearly, socio-economic experiences may contribute significantly to the findings of an analysis based on differences between ethnic groups. Insofar as future reports will examine other convenient variables (e.g., campus, native language, sex, etc.), it is hoped that a cluster of variables will emerge that will be useful for targeting groups who need special interventions.

METHOD

A total of 1,055 students were surveyed immediately following the March 1984 administration of the CLAST. Students on Mitchell Wolfson New World Center Campus (MWNWCC) wrote an older form of the survey, and their responses are not included in the present analysis (N=137). The total usable questionnaires were thus 918.

The survey consisted of twenty-seven items (appendix), some of which were restructured since the October administration. Most of the items were not open-ended and can be grouped as follows: (1) Items 1-11 focus on the student's appraisal of the general educational experience at Miami-Dade; (2) Items 12-17 ask about the educational demands placed upon the students; (3) Items 18-21 attempt to assess instructional effectiveness; and (4) Items 22-25 and Item 27 concern student reactions to the College-Level Academic Skills Test (CLAST). Item 26 was open-ended and asked students to comment upon any areas not addressed in the survey.

The results of the March survey are summarized in tables which correspond to each of the items. Note that only descriptive statistics are presented and that the focus of the analysis is on overall trends. In order to draw comparisons to the October survey results, summary data for both administrations are provided. Responses from the March survey are also grouped by ethnic category. While this information (ethnicity) was not solicited on the survey, a student number was provided and allowed the author to capture ethnic data from college records.

RESULTS AND DISCUSSION

The analysis which follows is intended to provide the reader with a general sense of the overall direction of student responses. Attention is also focused on changes observed between the October and March surveys, and on ethnic group response patterns. For each group of items discussed, findings of particular interest are highlighted.

Appraisal of General Educational Experience

Items 1 through 11 addressed the general educational experience of all students at Miami-Dade with a focus on academic standards and the quality of the Miami-Dade experience. For each item, students were asked to respond to statements by selecting a given response which ranged from strongly agree to strongly disagree, or not applicable. While a few items related to special forms of instruction (i.e., ESL, Basic Skills) this section was, for the most part, applicable to all respondents.

Overall, responses to this group of items were generally positive. Approximately three-fourths of all students, and in some cases more than 80% of all respondents either agreed or strongly agreed with most of the positive statements about the educational objectives. Examination of the summary data reveals only slight changes between the October and March surveys and, in almost every case, the changes reflect an increase in the proportion of positive responses. As more students continue to experience the reforms program, changes in this direction are expected.

While the summary data reveal only slight changes between the October and March surveys, the reader will notice a very consistent response pattern in the ethnic categories examined. In almost every case where students were asked to agree or disagree with favorable statements regarding the College, the black non-Hispanic students chose the most extreme positive response (strongly agree) more often than did members of the other ethnic groups. This contrast between ethnic groups disappears when positive responses (agree and strongly agree) are combined. Given that the extreme responses were most often selected by the black non-Hispanics, the pattern might indicate that black non-Hispanics have had fewer experiences against which to compare Miami-Dade and, therefore, may not be as aware of other options available. Clearly, these students are reporting a very positive experience at the College, whatever the reasons.

Among those students for whom the item applied, just over half of the Hispanic respondents agreed with the statement that if it were not for the English as a Second Language (ESL) or bilingual courses completed at the College, they would not have been able to obtain a college education.

Item 1

The College Ensured That I Acquired Knowledge and Skills That Will Enable Me to Live Effectively in Society

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	31	10.2	193	63.2	36	11.8	31	10.2	4	1.3	6	2.0	4	1.3	305	100.0
Black Non-Hispanic	16	18.4	52	59.8	12	13.8	4	4.6	0	-	1	1.1	2	2.3	87	100.0
Hispanic	83	16.2	337	66.1	49	9.6	29	5.7	6	1.2	3	0.6	3	0.6	510	100.0
Other	4	25.0	9	56.2	1	6.3	1	6.3	0	-	0	-	1	6.2	16	100.0
Total	134	14.6	591	64.3	98	10.7	65	7.1	10	1.1	10	1.1	10	1.1	918	100.0
October 1983 Total	202	16.1	777	61.9	135	10.7	96	7.6	18	1.4	22	1.8	6	0.5	1,256	100.0

Item 2

The College Maintained High Standards of Academic Performance Throughout the Institution

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	34	11.2	176	57.7	40	13.1	39	12.8	12	3.9	0	-	4	1.3	305	100.0
Black Non-Hispanic	16	18.4	50	57.5	8	9.2	11	12.6	0	-	1	1.2	1	1.1	87	100.0
Hispanic	81	15.9	304	59.6	67	13.1	48	9.4	7	1.4	1	0.2	2	0.4	510	100.0
Other	1	6.2	10	62.5	3	18.8	2	12.5	0	-	0	-	0	-	16	100.0
Total	132	14.4	540	58.8	118	12.8	100	10.9	19	2.1	2	0.2	7	0.8	918	100.0
October 1983 Total	157	12.5	745	59.3	169	13.5	145	11.5	31	2.5	3	0.2	6	0.5	1,256	100.0

Item 3

I Would Estimate That Basic Skills Courses (English and Math) Helped Me Obtain at Least One Higher Letter Grade (Example From D to C) When I Enrolled in Subsequent Regular College-Level Courses

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	37	12.1	100	32.8	49	16.0	25	8.2	9	3.0	79	25.9	6	2.0	305	100.0
Black Non-Hispanic	11	12.6	46	52.9	12	13.8	4	4.6	3	3.5	9	10.3	2	2.3	87	100.0
Hispanic	86	16.9	210	41.2	58	11.4	43	8.4	11	2.1	100	19.6	2	0.4	510	100.0
Other	0	-	13	81.3	2	12.5	1	6.2	0	-	0	-	0	-	16	100.0
Total	134	14.6	369	40.2	121	13.2	73	8.0	23	2.5	188	20.4	10	1.1	918	100.0
October 1983 Total	211	16.8	480	38.2	160	12.7	109	8.7	36	2.9	251	20.0	9	0.7	1,256	100.0

Item 4

I Would Not Have Been Able to Obtain a College Education if it Were Not for the English as a Second Language (ESL) or Bilingual Courses I Completed at the College

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	7	2.3	17	5.6	13	4.3	35	11.5	12	3.9	209	68.5	12	3.9	305	100.0
Black Non-Hispanic	1	1.2	15	17.2	7	8.0	14	16.1	2	2.3	44	50.6	4	4.6	87	100.0
Hispanic	43	8.4	84	16.5	37	7.3	46	9.0	20	3.9	272	53.3	8	1.6	510	100.0
Other	3	18.7	6	37.5	2	12.5	1	6.3	1	6.2	2	12.5	1	6.3	16	100.0
Total	54	5.9	122	13.3	59	6.4	96	10.5	35	3.8	527	57.4	25	2.7	918	100.0
October 1983 Total	211	16.8	480	38.2	160	12.7	109	8.7	36	2.9	251	20.0	9	0.7	1,256	100.0

Item 5

Writing Assignments I Completed in Core Courses Improved my Writing Skills Significantly

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	42	13.8	143	46.9	39	12.8	43	14.1	9	3.0	24	7.8	5	1.6	305	100.0
Black Non-Hispanic	22	25.3	30	34.5	12	13.8	12	13.8	2	2.3	8	9.2	1	1.1	87	100.0
Hispanic	128	25.1	243	47.7	46	9.0	43	8.4	16	3.1	31	6.1	3	0.6	510	100.0
Other	3	18.8	9	56.2	4	25.0	0	-	0	-	0	-	0	-	16	100.0
Total	195	21.2	425	46.3	101	11.0	98	10.7	27	2.9	63	6.9	9	1.0	918	100.0
October 1983 Total	244	19.4	590	47.0	131	10.4	124	9.9	34	2.7	120	9.6	13	1.0	1,256	100.0

Item 6

As a Result of Courses Taken at the College, in my Opinion, I Possess the Skills Necessary to Write Clearly and Effectively

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	35	11.5	157	51.5	49	16.1	40	13.1	2	0.6	17	5.6	5	1.6	305	100.0
Black Non-Hispanic	16	18.4	46	52.9	13	14.9	9	10.3	0	-	2	2.3	1	1.2	87	100.0
Hispanic	73	14.3	298	58.4	80	15.7	44	8.6	7	1.4	5	1.0	3	0.6	510	100.0
Other	4	25.0	6	37.5	5	31.2	1	6.3	0	-	0	-	0	-	16	100.0
Total	128	14.0	507	55.2	147	16.0	94	10.2	9	1.0	24	2.6	9	1.0	918	100.0
October 1983 Total	161	12.8	660	52.6	190	15.1	150	11.9	36	2.9	43	3.4	16	1.3	1,256	100.0

Item 7

Reading Assignments Significantly Improved my Understanding of the Subject Matter in Over Three-quarters of the Courses I took at the College

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	39	12.8	144	47.2	54	17.7	46	15.1	9	2.9	7	2.3	6	2.0	305	100.0
Black Non-Hispanic	20	23.0	46	52.9	5	5.7	14	16.1	0	-	1	1.2	1	1.1	87	100.0
Hispanic	101	19.8	278	54.5	67	13.1	48	9.4	3	0.6	6	1.2	7	1.4	510	100.0
Other	2	12.5	10	62.5	2	12.5	2	12.5	0	-	0	-	0	-	16	100.0
Total	162	17.6	478	52.1	128	14.0	110	12.0	12	1.3	14	1.5	14	1.5	918	100.0
October 1983 Total	207	16.5	699	55.6	161	12.8	128	10.2	18	1.4	31	2.5	12	1.0	1,256	100.0

Item 8

Classroom Lectures and Discussions Significantly Improved my Understanding of the Subject Matter in Over Three-Quarters of the Courses I Took at the College

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	84	27.5	181	59.3	22	7.2	7	2.3	3	1.0	2	0.7	6	2.0	305	100.0
Black Non-Hispanic	20	23.0	58	66.7	3	3.4	5	5.8	0	-	0	-	1	1.1	87	100.0
Hispanic	159	31.2	280	54.9	32	6.3	28	5.5	3	0.6	1	0.2	7	1.3	510	100.0
Other	4	25.0	11	68.8	1	6.2	0	-	0	-	0	-	0	-	16	100.0
Total	267	29.1	530	57.7	58	6.3	40	4.4	6	0.7	3	0.3	14	1.5	918	100.0
October 1983 Total	364	29.0	714	56.9	96	7.6	57	4.5	5	0.4	8	0.6	12	1.0	1,256	100.0

Item 9

Overall in my Classes, I Would Rate the Quality of Instruction as Very Good to Excellent

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	42	13.8	167	54.7	44	14.4	42	13.8	3	1.0	1	0.3	6	2.0	305	100.0
Black Non-Hispanic	9	10.3	54	62.1	12	13.8	8	9.2	2	2.3	0	-	2	2.3	87	100.0
Hispanic	54	10.6	284	55.7	82	16.1	75	14.7	7	1.3	1	0.2	7	1.4	510	100.0
Other	2	12.5	3	18.8	8	50.0	2	12.5	0	-	1	6.2	0	-	16	100.0
Total	107	11.7	508	55.4	146	15.9	127	13.8	12	1.3	3	0.3	15	1.6	918	100.0
October 1983 Total	165	13.2	671	53.4	210	16.7	165	13.1	31	2.5	1	0.1	13	1.0	1,256	100.0

Item 10

Overall in my Classes, the Standards Set by my Instructors Were Particularly Hard to Achieve

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	4	1.3	55	18.0	47	15.4	176	57.7	17	5.6	0	-	6	2.0	305	100.0
Black Non-Hispanic	4	4.6	17	19.5	15	17.2	44	50.6	6	6.9	0	-	1	1.2	87	100.0
Hispanic	26	5.1	112	22.0	95	18.6	244	47.8	25	4.9	2	0.4	6	1.2	510	100.0
Other	1	6.3	2	12.5	6	37.5	7	43.7	0	-	0	-	0	-	16	100.0
Total	35	3.8	186	20.3	163	17.8	471	51.3	48	5.2	2	0.2	13	1.4	918	100.0
October 1983 Total	35	2.8	239	19.0	206	16.4	648	51.6	94	7.5	8	0.6	26	2.1	1,256	100.0

Item 11

If Someone Were to Ask Me for Advice on Choosing a College, I Would Recommend Miami-Dade as the Best Choice

	Responses															
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Not Applicable		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	42	13.8	110	36.1	87	28.5	40	13.1	17	5.5	3	1.0	6	2.0	305	100.0
Black Non-Hispanic	32	36.8	39	44.8	12	13.8	1	1.2	2	2.3	0	-	1	1.1	87	100.0
Hispanic	113	22.1	230	45.1	121	23.7	28	5.5	9	1.8	3	0.6	6	1.2	510	100.0
Other	2	12.5	9	56.3	4	25.0	1	6.2	0	-	0	-	0	-	16	100.0
Total	189	20.6	388	42.3	224	24.4	70	7.6	28	3.1	6	0.6	13	1.4	918	100.0
October 1983 Total	267	21.3	503	40.1	322	25.6	108	8.6	33	2.6	8	0.6	15	1.2	1,256	100.0

Item 12

In General, How Many Times a Term Did You See Your Advisor?

	Responses											
	None		1 or 2		2 or 4		5 or 6		7 or More		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	101	33.1	161	52.8	24	7.9	10	3.3	9	2.9	305	100.0
Black Non-Hispanic	15	17.2	45	51.7	14	16.1	5	5.8	8	9.2	87	100.0
Hispanic	121	23.7	292	57.3	62	12.2	21	4.1	14	2.7	510	100.0
Other	2	12.5	10	62.5	2	12.5	0	-	2	12.5	16	100.0
Total	239	26.1	508	55.3	102	11.1	36	3.9	33	3.6	918	100.0
October 1983 Total	311	24.8	703	56.0	142	11.3	56	4.4	44	3.5	1,256	100.0

Over three-fourths of the black non-Hispanic students either agreed or strongly agreed that reading assignments significantly improved their understanding of the subject matter in over three-fourths of the courses taken at Miami-Dade. While this was also true for approximately the same proportion of Hispanics, only 60% of the white non-Hispanics responded similarly to this item.

In response to Item 11, over 80% of the black non-Hispanics indicated that if someone were asking advice on choosing a college, Miami-Dade would be recommended as the best choice. In contrast, only 49.9% of the white non-Hispanics either agreed or strongly agreed with this statement. As previously mentioned, this sharp contrast may actually reflect a difference in awareness of opportunities or options available.

Educational Demands Expected of Students

Items 12 through 17 were concerned with the amount of time students spend on assignments outside of the classroom. The specific focus was on the average workload for each course taken at Miami-Dade. It was this group of items that underwent restructuring, since the October results indicated that students might be misinterpreting the items. Results from the March survey again suggest that even though the items were modified, respondents appeared to be answering for an entire term rather than for each course. Thus, responses to Items 13 through 17 are not presented in this report. Item 12 remained intact from the October survey and appears to be functioning as intended. The results from this item are presented below, and include comparative figures from the October administration.

The focus of Item 12 was on the number of times students saw an advisor during the academic term. In comparison with the October survey results, little change is noted and the majority (more than 80%) reported seeing an advisor no more than two times during the semester. The ethnic breakdown of responses suggest that white non-Hispanic students have the least amount of contact with advisors; approximately one-third indicated that they did not see an advisor compared to less than one-fourth of the Hispanics and approximately 17% of the black non-Hispanics. Perhaps most remarkable is the fact that almost 10% of the black non-Hispanics

indicated they had seen an advisor seven or more times during the term compared to just 3% of the white non-Hispanics and 2.7% of the Hispanics.

Instructional Effectiveness

Items 18-21 focus on the extent to which students believed that course objectives were clear and related to what was acutally taught. This section also addressed the frequency with which instructors thoroughly probed into their subject areas and whether they required reading materials in addition to the assigned text. Response categories ranged from never to always for each of the statements provided.

In general, students most often indicated that course objectives were clear at the beginning of each course. However, respondents were less inclined to report that there was considerable agreement between those objectives and what was actually taught. This contrast is reflected in the proportion of respondents selecting the "most often" or "always" responses in Items 18 and 19. Whereas over 72% of the students surveyed reported that objectives were clear either most of the time or always, just over 63% chose the same response with regard to the agreement between those objectives and what was actually taught.

In responding to how thoroughly instructors covered their subject areas, responses suggest that only about one-half of those surveyed felt this was demonstrated either most of the time or always. In addition, fully one-third of the respondents reported having to read extra material in addition to the assigned text. This is interpreted as a positive finding given that the College offers only freshman and sophomore level courses which traditionally focus on textbook materials.

Examination of the ethnic response patterns reveals consistency in the direction of responding but less consistency in the magnitude of response. For example, fewer black non-Hispanics report that objectives were taught than report that objectives were made clear. This is consistent with the overall direction of responding for the other ethnic groups. Black non-Hispanics, however, were less likely to answer positively to either question than were the other groups.

Item 18

Course Objectives or Competencies Were Made Clear by my Instructors at the Beginning of Each Course

	Responses													
	Never		Rarerly		Some-times		Most of the Term		Always		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	1	0.3	8	2.6	24	7.9	146	47.9	90	29.5	36	11.8	305	100.0
Black Non-Hispanic	0	-	3	3.5	16	18.4	19	21.8	36	41.4	13	14.9	87	100.0
Hispanic	3	0.6	5	1.0	75	14.7	172	33.7	195	38.2	60	11.8	510	100.0
Other	1	6.3	0	-	5	31.2	8	50.0	1	6.3	1	6.2	16	100.0
Total	5	0.5	16	1.7	120	13.1	345	37.6	322	35.1	110	12.0	918	100.0
October 1983 Total	3	0.2	20	1.6	172	13.7	447	35.6	463	36.9	151	12.0	1,256	100.0

Item 19

There Was Considerable Agreement Between the Objectives of the Courses and What Was Actually Taught

	Responses													
	Never		Rarerly		Some-times		Most of the Term		Always		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	2	0.7	7	2.3	66	21.6	156	51.1	38	12.5	36	11.8	305	100.0
Black Non-Hispanic	0	-	4	4.6	24	27.6	38	43.7	8	9.2	13	14.9	87	100.0
Hispanic	8	1.6	16	3.1	95	18.6	260	51.0	71	13.9	60	11.8	510	100.0
Other	1	6.3	1	6.2	4	25.0	6	37.5	2	12.5	2	12.5	16	100.0
Total	11	1.2	28	3.0	189	20.6	460	50.1	119	13.0	111	12.1	918	100.0
October 1983 Total	13	1.0	52	4.1	247	19.7	624	49.7	164	13.1	156	12.4	1,256	100.0

Item 20

Instructors Were Very Thorough and Really Probed Into the Fundamentals of Their Subjects

	Responses													
	Never		Rarerly		Some-times		Most of the Term		Always		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	0	-	13	4.3	93	30.5	142	46.5	20	6.6	37	12.1	305	100.0
Black Non-Hispanic	0	-	7	8.1	29	33.3	30	34.5	7	8.0	14	16.1	87	100.0
Hispanic	2	0.4	19	3.7	170	33.3	212	41.6	47	9.2	60	11.8	510	100.0
Other	1	6.3	1	6.3	4	25.0	7	43.7	1	6.2	2	12.5	16	100.0
Total	3	0.3	40	4.4	296	32.2	391	42.6	75	8.2	113	12.3	918	100.0
October 1983 Total	4	0.3	50	4.0	403	32.1	536	42.7	108	8.6	155	12.3	1,256	100.0

Item 21

Instructors Required Reading Material in Addition to the Assigned Text

	Responses													
	Never		Rarerly		Some-times		Most of the Term		Always		Missing		Total	
Ethnic Category	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Non-Hispanic	9	3.0	61	20.0	104	34.1	75	24.6	18	5.9	38	12.4	305	100.0
Black Non-Hispanic	1	1.2	22	25.3	19	21.8	20	23.0	11	12.6	14	16.1	87	100.0
Hispanic	18	3.5	74	14.5	178	34.9	127	24.9	53	10.4	60	11.8	510	100.0
Other	0	-	4	25.0	4	25.0	4	25.0	3	18.8	1	6.2	16	100.0
Total	28	3.1	161	17.5	305	33.2	226	24.6	85	9.3	113	12.3	918	100.0
October 1983 Total	36	2.9	261	20.8	410	32.6	263	20.9	132	10.5	154	12.3	1,256	100.0

Reactions to CLAST

Items 22 through 25 and Item 27 focus on the student's impression of the College-Level Academic Skills Test (CLAST). Items were intended to find out if students felt prepared for the test, and how well they thought they did on each of the subtests (e.g., Reading, Writing, etc.). The last item in this group was included to determine if more time would have helped students do better on the CLAST. For the most part, item format involved either yes or no responses.

The summary data suggest that about two-thirds of the respondents felt prepared for the Reading, Writing, and Essay subtests, and slightly over half felt prepared for the Computation section of the CLAST. Of those who responded, almost 90% felt they would have passed and been allowed to graduate based on their performance. A closer examination of these data reveals substantial disparity among the ethnic categories with regard to estimating their performance on CLAST. The proportions indicating that they would have passed the exam closely reflect the actual patterns of pass rates on the CLAST. For example, a large proportion of white non-Hispanics estimated that they would pass, a slightly smaller proportion of Hispanics estimated success on the CLAST, while black non-Hispanics reported the smallest proportion expecting to pass. This pattern might indicate either an accurate appraisal of academic abilities or a general knowledge of past test performance for ethnic groups.

In a related item, respondents indicated what they believe to be the percent of CLAST items correct for each of the subtests. In view of the actual cutoff scores for passing all four subtests on the CLAST, the overwhelming majority of respondents reported a percentage of correct items that would have resulted in their passing the examination. In each case, the modal response ranged between 71% and 80% of the items correct. For the most part, this was also true among each of the ethnic groups surveyed.

Students were asked to rate the performance of Miami-Dade in meeting with their educational needs on a scale of 1 to 10. This item (Item 25) reflects perhaps the most consistency between the ethnic groups. After removing the missing responses from the total, approximately

Item 22

In Your Judgement Did You Feel Academically Prepared for the CLAST?

Ethnic Category	Responses: Yes No.	Yes %	No No.	No %	Missing No.	Missing %	Total No.	Total %
Reading Subtest								
White Non-Hispanic	214	70.2	51	16.7	40	13.1	305	100.0
Black Non-Hispanic	47	54.0	27	31.0	13	15.0	87	100.0
Hispanic	335	65.7	110	21.6	65	12.7	510	100.0
Other	12	75.0	3	18.7	1	6.3	16	100.0
Total	608	66.2	191	20.8	119	13.0	918	100.0
October 1983 Total	826	65.8	273	21.7	157	12.5	1,256	100.0
Writing Subtest								
White Non-Hispanic	213	69.8	52	17.1	40	13.1	305	100.0
Black Non-Hispanic	57	65.5	16	18.4	14	16.1	87	100.0
Hispanic	357	70.0	89	17.5	64	12.5	510	100.0
Other	11	68.7	4	25.0	1	6.3	16	100.0
Total	638	69.5	161	17.5	119	13.0	918	100.0
October 1983 Total	925	73.6	172	13.7	159	12.7	1,256	100.0
Computation Subtest								
White Non-Hispanic	153	50.1	110	36.1	42	13.8	305	100.0
Black Non-Hispanic	37	42.5	35	40.2	15	17.3	87	100.0
Hispanic	283	55.5	163	32.0	64	12.5	510	100.0
Other	11	68.7	4	25.0	1	6.3	16	100.0
Total	484	52.7	312	34.0	122	13.3	918	100.0
October 1983 Total	671	53.4	420	33.4	165	13.2	1,256	100.0
Essay Subtest								
White Non-Hispanic	210	68.9	54	17.7	41	13.4	305	100.0
Black Non-Hispanic	50	57.5	22	25.3	15	17.2	87	100.0
Hispanic	342	67.1	103	20.2	65	12.7	510	100.0
Other	4	25.0	11	68.7	1	6.3	16	100.0
Total	606	66.0	190	20.7	122	13.3	918	100.0
October 1983 Total	823	65.5	269	21.4	164	13.1	1,256	100.0

Item 23

Do You Think by Your Performance Today You Would Have Passed and Been Allowed to Graduate?

Ethnic Category	Responses: Yes No.	Yes %	No No.	No %	Missing No.	Missing %	Total No.	Total %
White Non-Hispanic	240	78.7	18	5.9	47	15.4	305	100.0
Black Non-Hispanic	52	59.8	15	17.2	20	23.0	87	100.0
Hispanic	388	76.1	47	9.2	75	14.7	510	100.0
Other	11	68.8	4	25.0	1	6.2	16	100.0
Total	691	75.3	84	9.1	143	15.6	918	100.0
October 1983 Total	896	71.3	125	10.0	235	18.7	1,256	100.0

Item 24

How do You Think You Scored in Terms of Percent Correct
(0% = All Wrong to 100% = Perfect)

	Ethnic Category										October 1983 Total	
	White Non-Hispanic		Black Non-Hispanic		Hispanic		Other		Total			
Responses	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reading Subtest												
1 - 10	1	0.3	0	-	1	0.2	0	-	2	0.2	19	1.5
11 - 20	1	0.3	0	-	5	1.0	2	12.5	8	0.9	11	0.9
21 - 30	3	1.0	4	4.6	8	1.6	1	6.3	16	1.7	16	1.3
31 - 40	6	2.0	3	3.4	19	3.7	2	12.5	30	3.3	34	2.7
41 - 50	13	4.3	8	9.2	34	6.7	1	6.3	56	6.1	81	6.4
51 - 60	19	6.2	10	11.5	64	12.5	1	6.3	94	10.2	85	6.8
61 - 70	46	15.1	10	11.5	104	20.4	3	18.7	163	17.8	168	13.4
71 - 80	95	31.1	15	17.3	124	24.3	5	31.2	239	26.0	321	25.5
81 - 90	57	18.7	7	8.1	48	9.4	0	-	112	12.2	214	17.0
91 - 100	5	1.6	3	3.4	6	1.2	0	-	14	1.5	74	5.9
Missing	59	19.4	27	31.0	97	19.0	1	6.2	184	20.1	233	18.6
Total	305	100.0	87	100.0	510	100.0	16	100.0	918	100.0	1,256	100.0
Writing Subtest												
1 - 10	1	0.3	0	-	3	0.6	1	6.3	5	0.5	18	1.4
11 - 20	1	0.3	0	-	2	0.4	1	6.3	4	0.4	3	0.2
21 - 30	2	0.7	1	1.2	4	0.8	1	6.2	8	0.9	11	0.9
31 - 40	3	1.0	2	2.3	13	2.5	0	-	18	2.0	24	1.9
41 - 50	12	3.9	9	10.3	31	6.1	1	6.2	53	5.8	54	4.3
51 - 60	10	3.3	9	10.3	38	7.5	2	12.5	59	6.4	36	2.9
61 - 70	56	18.4	8	9.2	93	18.2	5	31.3	162	17.6	127	10.1
71 - 80	87	28.5	18	20.7	148	29.0	3	18.8	256	27.9	339	27.0
81 - 90	64	21.0	9	10.3	66	13.0	1	6.2	140	15.3	303	24.1
91 - 100	12	3.9	5	5.8	16	3.1	0	-	33	3.6	110	8.8
Missing	57	18.7	26	29.9	96	18.8	1	6.2	180	19.6	231	18.4
Total	305	100.0	87	100.0	510	100.0	16	100.0	918	100.0	1,256	100.0
Computation Subtest												
1 - 10	2	0.6	1	1.2	1	0.2	0	-	4	0.4	30	2.4
11 - 20	3	1.0	2	2.3	4	0.8	1	6.2	10	1.1	9	0.7
21 - 30	11	3.6	3	3.4	16	3.1	1	6.2	31	3.4	32	2.5
31 - 40	13	4.3	3	3.4	19	3.7	0	-	35	3.8	35	2.8
41 - 50	36	11.8	9	10.4	41	8.0	1	6.3	87	9.5	108	8.6
51 - 60	21	6.9	8	9.2	51	10.0	0	-	80	8.7	66	5.3
61 - 70	40	13.1	12	13.8	87	17.1	3	18.8	142	15.5	160	12.7
71 - 80	69	22.6	12	13.8	108	21.2	6	37.5	195	21.2	280	22.3
81 - 90	35	11.5	6	6.9	63	12.4	3	18.8	107	11.7	217	17.3
91 - 100	15	4.9	2	2.3	19	3.7	0	-	36	3.9	79	6.3
Missing	60	19.7	29	33.3	101	19.8	1	6.2	191	20.8	240	19.1
Total	305	100.0	87	100.0	510	100.0	16	100.0	918	100.0	1,256	100.0
Essay Subtest												
1 - 10	4	1.3	1	1.2	3	0.6	1	6.3	9	1.0	20	1.6
11 - 20	1	0.3	1	1.1	0	-	1	6.2	3	0.3	9	0.7
21 - 30	1	0.3	3	3.4	5	1.0	2	12.5	11	1.2	18	1.5
31 - 40	1	0.3	0	-	17	3.3	0	-	18	1.9	28	2.2
41 - 50	17	5.6	10	11.5	37	7.3	1	6.2	65	7.1	82	6.5
51 - 60	22	7.2	4	4.6	35	6.9	3	18.8	64	7.0	57	4.6
61 - 70	39	12.8	12	13.8	66	12.9	4	25.0	121	13.2	146	11.6
71 - 80	75	24.6	16	18.4	146	28.6	3	18.8	240	26.1	310	24.7
81 - 90	59	19.4	8	9.2	77	15.1	0	-	144	15.7	245	19.5
91 - 100	28	9.2	5	5.8	23	4.5	0	-	56	6.1	97	7.7
Missing	58	19.0	27	31.0	101	19.8	1	6.2	187	20.4	244	19.4
Total	305	100.0	87	100.0	510	100.0	16	100.0	918	100.0	1,256	100.0

Item 25

On a Scale of 1 to 10, With 1 the Lowest Rating and 10 the Highest, How Would You Rate the Performance of Miami-Dade in Meeting your Educational Needs?

	Ethnic Category										October 1983 Total	
	White Non-Hispanic		Black Non-Hispanic		Hispanic		Other		Total			
Responses	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	2	0.7	0	-	2	0.4	0	-	4	0.4	3	0.2
2	1	0.3	0	-	2	0.4	0	-	3	0.3	4	0.3
3	2	0.7	0	-	7	1.4	1	6.3	10	1.1	10	0.8
4	9	3.0	2	2.3	10	2.0	0	-	21	2.3	22	1.7
5	27	8.8	10	11.5	45	8.8	0	-	82	8.9	110	8.8
6	33	10.8	6	6.9	40	7.8	2	12.5	81	8.8	125	10.0
7	52	17.0	15	17.3	112	22.0	4	25.0	183	19.9	252	20.1
8	88	28.9	22	25.3	151	29.6	7	43.8	268	29.2	333	26.5
9	30	9.8	9	10.3	51	10.0	1	6.2	91	9.9	143	11.4
10	14	4.6	8	9.2	15	2.9	0	-	37	4.1	68	5.4
Missing	47	15.4	15	17.2	75	14.7	1	6.2	138	15.1	186	14.8
Total	305	100.0	87	100.0	510	100.0	16	100.0	918	100.0	1,256	100.0

Item 27

Would More Time Have Helped You to do Better on CLAST?

	Ethnic Category										October 1983 Total	
	White Non-Hispanic		Black Non-Hispanic		Hispanic		Other		Total			
Responses	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reading/Writing Subtest												
Yes	113	37.0	49	56.3	257	50.4	13	81.3	432	47.1	558	44.4
No	192	63.0	38	43.7	253	49.6	3	18.7	486	52.9	698	55.6
Total	305	100.0	87	100.0	510	100.0	16	100.0	918	100.0	1,256	100.0
Computation Subtest												
Yes	110	36.1	42	48.3	234	45.9	9	56.3	395	43.0	477	38.0
No	195	63.9	45	51.7	276	54.1	7	43.7	523	57.0	779	62.0
Total	305	100.0	87	100.0	510	100.0	16	100.0	918	100.0	1,256	100.0
Essay Subtest												
Yes	98	32.1	40	46.0	215	42.2	9	56.3	362	39.4	503	40.0
No	207	67.9	47	54.0	295	57.8	7	43.7	556	60.6	753	60.0
Total	305	100.0	87	100.0	510	100.0	16	100.0	918	100.0	1,256	100.0

three-fourths of all respondents rated Miami-Dade a 7 or higher on this item. Approximately half of those individuals actually rated Miami-Dade an 8 on the scale. This finding was very similar to the October survey results.

Finally, students were asked to indicate whether additional time would have helped them do better on the CLAST subtests. The proportion of students indicating that extra time would have helped ranged from 39.4% on the Essay subtest to 47.1% on the Reading/Writing subtests for the March survey. While the proportion indicating a need for more time on the Essay subtest remained virtually unchanged from the October results, an increase in the proportions indicating that extra time would have helped is noted for the Reading, Writing, and the Computation sections. In each case, the group having the highest proportion needing more time was the black non-Hispanic group (from 46% on the Essay subtest to 56.3% on the Reading/Writing subtests) while the white non-Hispanics comprised the smallest proportions reporting a need for additional test-time (32.1% on the Essay subtest to 37% on the Reading/Writing subtests).

Student Comments

Item 26 was an open-ended question and asked the students to comment on areas of the educational program at Miami-Dade not addressed in the survey. As a result, approximately 15% of the March examinees chose to respond. For the most part, the written comments were very specific and related to several important areas, including some that were covered by the survey items. Among the more frequent topics mentioned were academic advising, teachers, English courses, math courses, and the CLAST. The sampling of comments which follows represents the general content of these open-ended responses and are presented unedited.

Academic Advising. The comments related to counseling and advising were of a negative nature and suggested a general dissatisfaction with this area. For example:

- Sometimes the advisors are not as well prepared to advise as I think they should.

- Advisors should be more aware of the needs of the students in guiding them through there first year of college.
- I not once had a counselor know what they were talking about. I could have graduated earlier had any of the 4 counselors I went to advised me correctly.
- I feel a student as the right to choose his or her own subjects for each semester. If a student knows his goals, advisors should keep out of the student's business and not try to guide him by the advisors own petty conceptions.
- Advisers have a poor insight of how your degree could help your career or what path to take.
- Your advisor's need to become more familiar w/Medical Science/Dentistry as a program of study.
- Since I have been attending Miami Dade councelors have requested me to take classes I did not need, Why did they not tell me about MGF 1113, It should be required.

Teachers. In most cases, the comments which focused on teachers at Miami-Dade comprised both positive and negative appraisals. Among the more common evaluations were the following:

- Most of the teachers were well qualified however you have some that do not like the subject they teach and do not do a good job and some that cannot teach period.
- I found that with 1 or 2 exceptions, the quality of M-DCC teachers are either exceptionally good or disgracefully poor.
- I feel that the programs would help more if they could deal with a student more individually.
- Most of the time teachers would not care about the subject they were teaching.
- With a few exceptions teachers are teaching to a "high school" level in the way they approach students.

- Very little consistency among professors - even within the same department in terms of course assignments & objectives. Also, professors didn't seem to have enough time or reasons to address each student.
- MDCC instructor's should be more student-oriented.
- I thank every teacher I had.

English Courses. Many of the remarks which mentioned English courses at the College were related to preparation for the CLAST and offered suggestions for improvements. The following were typical:

- I believe that the review session was an excellent idea but should have been done in several sessions including tips on the English as well the mathematics (a general view).
- I feel that they should have a English Review class like MGF 1113 for the CLAST Test. Provided more information for the English part of the CLAST.
- You should have an English class that helps you prepare for the writing and essay portion of the CLAST. ENC 2301 in my opion does not satisfy that need!
- I think that the English Dep. should prepare more information concerning the CLAST.
- I felt I lacked in the English part of the test because I feel not enough time is spent on the grammer part of english. I wish M-DCC would spend some more time on that area.

Math Courses. Much like the comments offered about English courses, this group of responses suggests a need for better preparation for the CLAST.

- Math Teachers need improvement in dealing w/explanations.
- I feel that the only area in which Miami Dade does not require sufficient courses is in Mathematics, since this is a weak area for me I always chose Science classes instead of Math and now when I entered the University I found myself extremely behind as far as Math is conscerned.

- Math skills that are on the CLAST test should be in a required math course not as an elective class.
- 5th grade math is hard to remember & an insult to my intelligence. If you want to test my intelligence test me on accounting, calculus & other courses instead of trying to make under-achievers feel better because they are still taking 5th grade courses.
- To many parts of computation part of clast was not required at MDCC at all for graduation.

CLAST. While a number of survey items addressed the extent to which students felt prepared for the CLAST, many of those who commented brought attention to other facets of the examination:

- This CLAST test procedure made me very nervous. I could have done better if it is not because of my nerves.
- This CLAST test and required attendance to pre-CLAST was a disaster to put it bluntly.
- On the CLAST there's too much emphasis on logic.
- I think MDCC is a very good institute. However I strongly believe that the CLAST Test if not a fair way to evaluate student especaly when there class and job don't combine with the test.
- It should be mandatory to take courses that will prepare students for the CLAST and similar tests.
- I feel that if a student has sucessfully & willingly passed all his requirements for graduation, then the latter should not be depending on a 4½ hr-exam such as the CLAST!
- I think that I'll need more time to finish the CLAST test. It is not enough time.

Part-time/evening students. A relatively large number of comments related to the problems experienced by part-time/evening students at Miami-Dade. Among the more frequent concerns were the following:

- Scheduling for night classes & prep. test were not thought of.
- I am a night time student and had to select classes which were available in my time slots rather than classes I really wanted to take.
- Teachers should understand that most students attending evening courses work and usually take a second course. They should try to alleviate overworking those students.
- Would like longer library hours for night students.
- Night students are treated as second class people. Night classes are cancelled a number of times. Such as night Prep class for the CLAST in English skills.
- I worked full-time while going to MDCC. It took me 5 yrs. to complete. Much of the material covered on the CLAST Test I did not remember.
- I believe MDCC is now striving to place emphasis in a stronger education. Unfortunately, that its somewhat late for some individuals.
- This program of testing discriminates those of us who have spent 20 yrs. one class at a time. I believe a grandfather clause should be in order. There is no way I've retained what I learned or didn't learn in the core courses over this lenght of time -
- not applicable - I'm a part time student and was not taking courses relevant to CLAST test - I'm disgusted with lack of consideration for part time students my last english and math courses were <u>2 yrs. ago!</u>
- I want to qualify the answers to questions 16 & 17. Throughout the major proportion of the classes I enrolled in and completed - the writing rule (aka Gordon rule) was not in effect. Multiple guess and 50/50 tests were in a preponderance! - I recognize the inability (timewise) of any other tests.

General/Miscellaneous. *This group of comments reflects student* appraisals of the general curriculum and an overview of the College experience. In this regard the comments, for the most part, were very positive.

- Generally most courses were well conducted. Demand on standard, required were sometimes not strictly enforced, which may have contributed to the inability of this college to achieve a Higher overall standard.
- More Modern Computer Science Facilities!!!! (Get rid of those key punch machines)
- Honors Core - Very effective and challenging.
- Miam-Dade is a good institutions except that its academic standards are too low.
- I am proud to have attended this school!
- I am sorry that M.D. does not go further. I would have loved to continue coming here, I loved the students, the personal, and the college atmosphere is what I have always wanted. The Life Lab program made this possible and I am gratefull to MDCC for having it available to me.
- I received a quality education. Thank you.
- I think the courses are two easy. Multiple choice & true, false test can be passed by any one. There should be at least 2 essay questions on each test./In my math class I appreciated the review day before the tests.

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MIAMI-DADE COMMUNITY COLLEGE
STUDENT APPRAISAL OF EDUCATIONAL EXPERIENCES

Student No._____ Social Security No._____
1 9

This questionnaire provides you the opportunity to express your views concerning your experience while attending Miami-Dade Community College. Your answers will assist faculty and administration to know better what is going well at Miami-Dade and what needs changing.

INSTRUCTIONS: PLEASE PLACE THE NUMBER OF THE ANSWER YOU SELECT FOR EACH ITEM ON THE LINE NEXT TO THE QUESTION

FOR ITEMS 1 TO 11, DECIDE IF YOU:

(1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree
(6) Not applicable

10 ___ 1. The College ensured that I acquired knowledge and skills that will enable me to live effectively in society.

20 ___ 2. The College maintained high standards of academic performance throughout the institution.

21 ___ 3. I would estimate that basic skills courses (English and math) helped me obtain at least one higher letter grade (example from D to C) when I enrolled in subsequent regular college-level courses.

22 ___ 4. I would not have been able to obtain a college education if it were not for the English as a Second Language (ESL) or bilingual courses I completed at the College.

23 ___ 5. Writing assignments I completed in core courses improved my writing skills significantly.

24 ___ 6. As a result of courses taken at the College, in my opinion, I possess the skills necessary to write clearly and effectively.

25 ___ 7. Reading assignments significantly improved my understanding of the subject matter in over three-quarters of the courses I took at the College.

26 ___ 8. Classroom lectures and discussions significantly improved my understanding of the subject matter in over three-quarters of the courses I took at the College.

27 ___ 9. Overall in my classes, I would rate the quality of instruction as very good to excellent.

28 ___10. Overall in my classes, the standards set by my instructors were particularly hard to achieve.

29 ___11. If someone were to ask me for advice on choosing a college, I would recommend Miami-Dade as the best choice.

INSTRUCTIONS: FOR ITEMS 12 - 17, ANSWER USING THE FOLLOWING RESPONSES:

(1) None or 0 (2) 1 or 2 (3) 3 or 4 (4) 5 or 6 (5) 7 or more

30 ___12. In general, how many times a term did you see your advisor?

31 ___13. In general, how many hours did you study each week for each course taken at Miami-Dade?

32 ___14. In general, how many times were you given reading assignments of at least 25 pages in length for each course taken at Miami-Dade?

33 ___15. In general, how many times did you have to use the library for information for each course taken at Miami-Dade?

34 ___16. In general, how many times did you have to write reports or papers for each course taken at Miami Dade?

35 ___17. In general, how many times did you have to take essay exams for each course taken at Miami-Dade?

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INSTRUCTIONS: FOR ITEMS 18-21, ANSWER USING THE FOLLOWING RESPONSES:

(1) Never (2) Rarely (3) Sometimes (4) Most of the time (5) Always

38 ___18. Course objectives or competencies were made clear by my instructors at the beginning of each course.

37 ___19. There was considerable agreement between the objectives of the courses and what was actually taught.

36 ___20. Instructors were very thorough and really probed into the fundamentals of their subjects.

39 ___21. Instructors required reading material in addition to the assigned text.

INSTRUCTIONS: FOR ITEMS 22-24, INDICATE YOUR IMPRESSION OF THE COLLEGE LEVEL ACADEMIC SKILLS TEST (CLAST). PLACE THE NUMBER OF THE ANSWER YOU SELECT FOR EACH SUBTEST ON THE LINE PROVIDED.

22. In your judgement did you feel academically prepared for the CLAST? (put a "1" if your answer is YES or a "2" if your answer is NO.)

40 ___ Reading Subtest

41 ___ Writing Subtest

42 ___ Computation Subtest

43 ___ Essay Subtest

44 ___23. Do you think by your performance today you would have passed and been allowed to graduate? (Put a "1" if your answer is YES or a "2" if your answer is NO.)

1 = YES 2 = NO

24. How do you think you scored in terms of percent correct (0% = all wrong to 100% = perfect)

(INSERT A PERCENTAGE FOR EACH CLAST SUBTEST)

Reading Subtest 45 ____%

Writing Subtest 48 ____%

Computation Subtest 51 ____%

Essay Subtest 54 ____%

57 ___25. On a scale of 1 to 10, with 1 the lowest rating and 10 the highest, how would you rate the performance of Miami-Dade in meeting your educational needs? Place your rating on the line provided to the left of the item number.

1 2 3 4 5 6 7 8 9 10
Lowest Highest

26. Please comment on any area(s) of your educational program at Miami-Dade that was not addressed in this survey.

_____

_____

_____

_____

_____

27. Would more time have helped you to do better on CLAST?

(CIRCLE EITHER YES OR NO FOR EACH SUBTEST)

Reading/Writing YES NO Essay YES NO Computation YES NO

YOUR PARTICIPATION IN THIS SURVEY IS SINCERELY APPRECIATED

Research and Testing Committee, March 1984

MAY 15 1986

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES